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AUTHOR Fox, Karen F. A.
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ABSTRACT

Women over age 25 represent a substantial age group that may be recruited to bolster undergraduate student recruitment efforts at Northwestern University and similar institutions of higher education. By 1990, the number of recruitable 18-year-olds will fall by 20 percent nationwide, causing financial hardship for many private colleges and universities that do not actively recruit older students as well. Ten percent of the approximately 140,000 women over 25 living on the North Shore of Lake Michigan are singled out as a major target group for recruiting by Northwestern University because of various demographic, economic, technological, political/legal and cultural factors. The barriers older women perceive in a youth-oriented student environment are explained, and there is a brief history given of past efforts to recruit older women into other institutions offering extension courses and adult education programs. Future undergraduate recruitment efforts at Northwestern University should encourage older students to apply by creating a primary demand for undergraduate education at all age levels. Pre-application, pre-admission and post-admission policies and educational literature can be easily modified to accommodate the needs of older women. A number of short-range and long-range marketing plans are also suggested that will attract older students back to college, particularly older women. A bibliography is appended, along with lists of local sources and persons interviewed. (DC)

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ATTRACTING A NEW MARKET

TO NORTHWESTERN'S UNDERGRADUATE PROGRAMS:

OLDER WOMEN LIVING ON THE NORTH SHORE

Prepared by Professor Karen F. A. Fox

for The Program on Women
Northwestern University
Evanston, Illinois

MAY 1979

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EXECUTIVE SUMMARY

This report

- describes changes in markets and offerings made by other colleges and universities, and options for Northwestern
- presents results of an audit of Northwestern's current student recruitment efforts, in relation to
  - goals of student recruitment
  - the University's mission
  - threats and opportunities facing the University which have implications for student recruitment
  - demographic, economic, technological, political/legal, and cultural factors likely to affect college attendance by older women
  - the channel system by which potential students obtain information
  - the exchange relationship between students and the University
- describes the characteristics of a new market for Northwestern, women over twenty-five, and includes:
  - estimates of market size and future trends
  - the benefits to the University of attracting this market
  - the nature of the decision process for this group
  - their motivations and abilities
  - the barriers they perceive in gaining entry to Northwestern
- presents a history of past efforts to attract this market
- proposes marketing approaches to meet the following objectives:
  1. Change perceptions of Northwestern as not interested in older students
  2. Create primary demand for an undergraduate education
  3. Help overcome obstacles to application and admission
  4. Provide an augmented product to those admitted which serves their special needs

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The following conclusions are based on the preceding analysis:

- There are a substantial number of academically able women living on the North Shore who have not completed a baccalaureate degree.
- Many of these women have found alternative activities in lieu of college attendance or college-dependent employment, but could be attracted to college study.
- Northwestern is perceived by many as of high intellectual caliber but uninterested in older applicants. This perception needs to be modified.
- Several existing policies need to be reexamined in light of their differential impact on this market, i.e., demonstrating college potential before admission, full-time versus part-time attendance and fees.
- Numerous short- and long-run approaches can be implemented to attract and facilitate admission of older women as undergraduate students.

INTRODUCTION

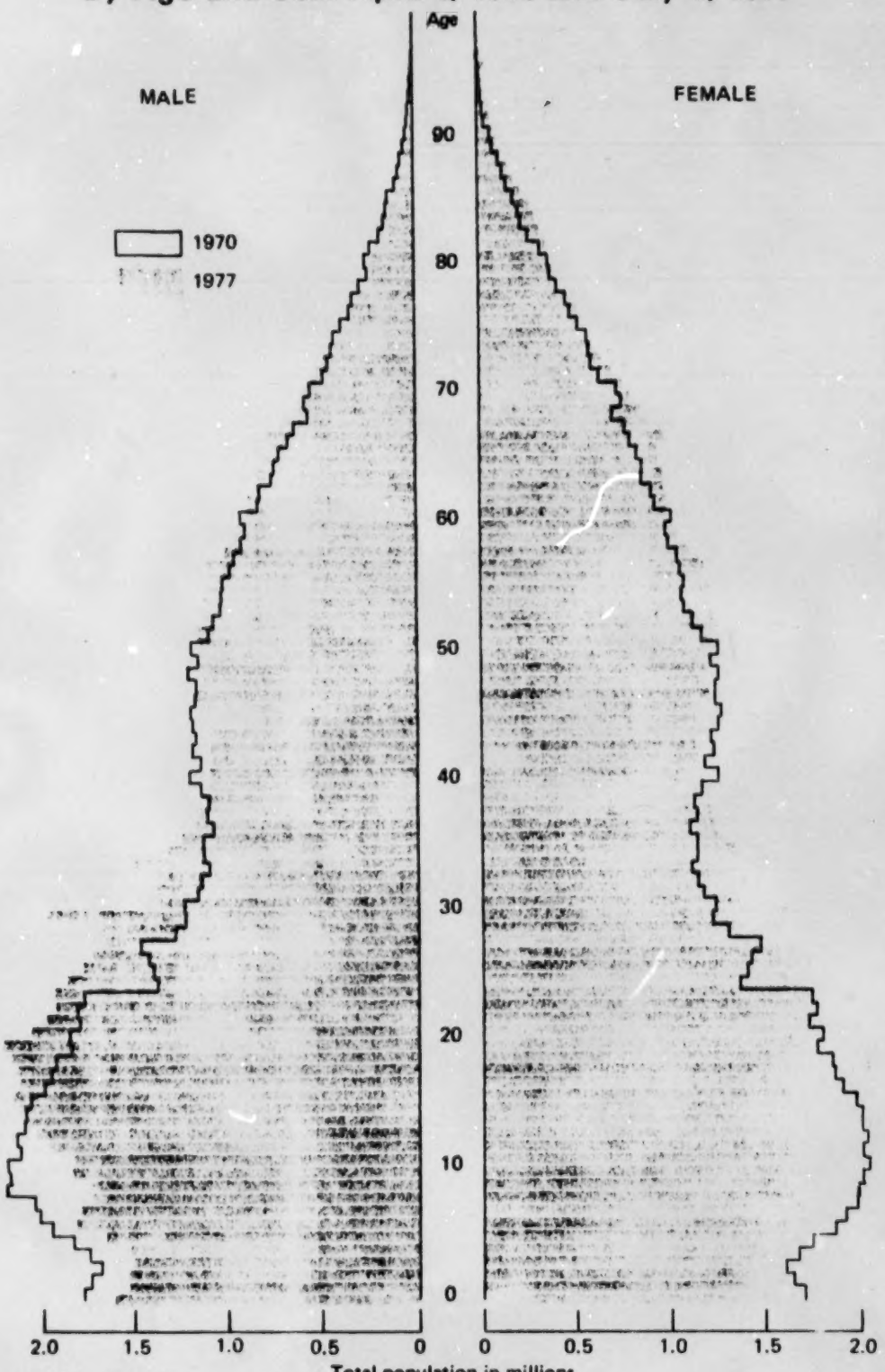
The Declining Youth Market for American Colleges

American institutions of higher education face a dramatic decline in the population segment which has been their traditional market. As the population pyramid in Exhibit 1 indicates, the eighteen-year-old population is now at an historic maximum, from which the eighteen-to-twenty-two-year-old cohort will decrease in size. By 1990 the number of eighteen-year-olds will fall by twenty percent. This group, long considered the primary--if not the exclusive--market for undergraduate education, will not be adequate in size to maintain current enrollments in private colleges and universities in the face of competing, less costly educational alternatives.

This decline may have a catastrophic impact on many small colleges and other financially vulnerable institutions. Some may close. To delay or prevent their demise, many educational institutions have mounted programs to attract additional income through donations as well as to continue to attract students.

Recognizing the fixed size of the traditional college-age group, institutions have three options: (1) compete with other institutions for potential students in this group who already plan to attend college (enterprise competition); (2) try to increase the proportion of eighteen-to-twenty-two-year-olds who decide to enter college (market development); and/or (3) work to attract other age groups (market expansion). In attempts to survive, institutions have tried all conceivable (and several inconceivable) approaches to attract students. The growth matrix in Exhibit 2 displays the types of approaches that have been tried. Clearly specific approaches are feasible only when congruent with institutional goals and policies. Institutions are limited also by their past history, image, and opportunities.

Exhibit 1. **Distribution of the Total Population, by Age and Sex: April 1, 1970 and July 1, 1977**



Source: Tables 1 and 5.

Exhibit 2. Growth Opportunity Matrix

MARKETS	PRODUCTS: EXISTING	PRODUCTS: MODIFIED	PRODUCTS: NEW
EXISTING	**Market Penetration** -more financial aid -"hard sell" -bounties -targetted direct mail -Frisbies with slogans	**Product Modification** -more convenient course schedules -career-oriented courses emphasized -easier parking -accelerated schedules -night classes	**Product Innovation** -new programs linked to jobs -internships -credit for life experience
GEOGRAPHICAL	**Geographic Expansion** -courses taught in shopping centers -"satellite" campuses in local schools -courses in workplaces -"college without walls" -correspondence courses		
NEW	**New Markets** A. Individual -foreign students -women -senior citizens -non-credit -remedial B. Institutional -corporate training -courses in prisons		**Total Innovation** -sale of college degrees by mail -college prep for Arabs, Chinese, etc. -individual tutorials

The Case of Northwestern University

Institutions such as Northwestern, with diversified offerings, strong faculty, and substantial reputations, will survive through strategic planning. For example, Northwestern may decide to maintain present undergraduate enrollment levels and academic ability characteristics by intensifying recruiting efforts directed toward high school students and by increasing financial aid offerings to compete with other similar institutions. Alternatively, Northwestern could decide to contract its undergraduate population in proportion to the college-age population in order to maintain present academic ability characteristics and levels of financial aid required. This approach would eliminate present pressures on campus housing, but would of course have effects on faculty size and on the breadth and depth of academic programs.

These are but two of the possible scenarios which would permit Northwestern to maintain the present student characteristics--in terms of age, ability, campus residence, and full-time status--and present academic programs. For example, Northwestern might also decide to compete with other institutions by modifying its offerings to provide liberal arts programs which also have a career-oriented (as distinguished from a graduate-school-oriented) theme: e.g., a program organized around developing writing competence (without majoring exclusively in English or journalism)*; or a program combining economics and psychology (for example) that would be considered by business firms as an attractive background for new management trainees. Northwestern might develop off-campus internship placements in the Sun Belt during Winter Quarter, possibly with an exchange program from Southern institutions in which it arranges internships with the CTA and the cities of Chicago and Evanston for those interested in

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*Proposed by Philip Kotler.

city planning and public administration. Exhibit 3 summarizes these and other strategies.

Given the nature and mission of the University, it is unlikely to undertake major modifications or innovations in undergraduate programs which would by themselves attract the required number of eighteen-year-olds. The structure and systems of the University often limit innovation. Faculty control over the curriculum can delay the demise of weak or out-dated programs, or block adoption of new programs which will "sell." Departmental power limits opportunities to combine resources in new (better?) ways. These and other factors will likely maintain the nature of the current undergraduate offerings. In fact, the relatively traditional nature of the curriculum is considered part of the prestige image of the University. Thus Northwestern needs to focus on attracting new markets for its current product.

The essential marketing tasks in planning for a new market are

(1) an analysis of the existing product and of the environment to determine new potential markets;

(2) an analysis of new target markets to determine their measurability, substantiality, and accessibility;

(3) determination of salient characteristics of the selected target market as basis for the marketing plan;

(4) development of a marketing plan to attract this market.

The starting point for this report was an interest on the part of the Program on Women and the Admissions Office in a specific target market: women over twenty-five who live on the North Shore. Thus, much of the analysis presented relates specifically to this market, without equal consideration of other potential markets.

Exhibit 3. "Maintenance" matrix for Northwestern University

MARKETS	PRODUCTS: EXISTING	PRODUCTS: MODIFIED	PRODUCTS: NEW
EXISTING	**Market Penetration** -increase financial aid to compete -broaden geographical reach of recruiting efforts -advertise career success of NU grads -(or retrench to maintain present student characteristics)	**Production Modification** -career-oriented majors -"writer's workshop" -fewer required courses -more "general ed" courses	**Product Innovation** -new programs
GEOGRAPHICAL	**Geographical Expansion** -internships off-campus		
NEW	**New Markets** A. Individual -older students -women -elderly B. Institutions ?		**Total Innovation** -tutorial degree programs for the elderly -merge day and Continuing Education programs

MARKETING AUDIT

Student Recruitment At Northwestern

Northwestern is positioned as an elite private university which, while serving the Midwest (61% of 1978 freshmen), also draws undergraduates from the Middle Atlantic Region (21%) and smaller percentages from other regions. The expansion of Northwestern's geographical Base from a Midwestern to a national one was undertaken in order to increase the size of the freshman class while maintaining or improving the quality of entering student cohorts. Northwestern is distinguished among potential students not only by its private status and its national student body, but also by its reputation for teaching and research, the diversity and quality of its undergraduate programs, its persistent reputation as an "upper class" school, and its location in an attractive setting near a major city, Chicago.

These characteristics not only position Northwestern with respect to other colleges and universities; they have also shaped Northwestern's approach to student recruitment:

> The key to all our thinking [about recruitment practices] is tied very closely to the goal of differentiation. Northwestern must stand out as an institution with recognizable qualities if it is to be perceived as an important choice for prospective students. In many ways we differentiate ourselves most dramatically in the way we recruit students (Alumni Admission Council Handbook, 1978, p. 6).

While alumni volunteers are asked to visit high schools, talk with counselors, and interview prospective students, the admissions staff does not attend "college fairs" and similar events in which Northwestern may be perceived as "just another" college.

Unlike colleges which have adopted a sales approach unrelated to academic capability, Northwestern's recruitment goal is to assure that students who matriculate will also complete their bachelor's degrees. One measure of its success is that eighty percent of students admitted complete their

degrees within four years. According to the Director of Admissions,

> Northwestern is an institution that collaborates most successfully with students . . . who have developed a strong set of academic and personal skills that will enable them to take advantage of the opportunities Northwestern presents (Alumni, 1978, p. 4).

The focused recruiting effort and the prevailing image of Northwestern result in a highly qualified applicant pool. Campbell (1978) estimates that more than ninety percent of the applicants could be successful if admitted to Northwestern. Despite this estimate of success, just 51% of those who applied for the 1978 freshman class were admitted. Rather than "dipping into" a candidate pool with lower SAT/ACT scores to fill spaces, the University has preferred to expand recruitment efforts and levels of financial aid to attract students who rate high on traditional measures--test scores and grades. Campbell (1978) reports that "Northwestern's position in the very competitive high ability student market place is strong due to existing financial aid policies and resources." Fifty-nine percent of the 6,800 undergraduates enrolled in fall quarter 1978 now receive financial aid, up from 56 percent a year ago (The Daily Northwestern, February 27, 1979, P.1).

Mission. Several characteristics of the University affect its range of potential approaches to size and quality maintenance. The goal of Northwestern's founders was to establish "a university of the highest order of excellence." According to the 1978-79 Undergraduate Catalog,

> The educational aim of Northwestern University is to be a community of scholars in which faculty and students can acquire the knowledge, competence, and wisdom to live full lives and contribute to the well-being of their fellow men (p. 7).

In carrying out this aim the University offers a high-quality full-time undergraduate program in a primarily residential campus setting. Northwestern adheres to the academic traditions and policies of elite private institutions, including faculty control of curriculum, provision of graduate training, and an emphasis on research as well as teaching. Furthermore, despite the addition of new

courses and majors and other curriculum modifications, the nature of the undergraduate curriculum will remain fundamentally the same over the next decade.

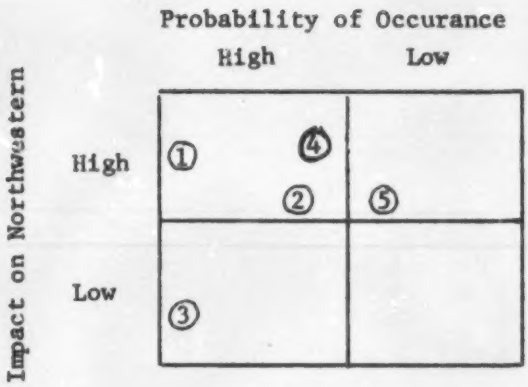
Threats and opportunities. Exhibits 4 and 5 show existing and potential threats and opportunities which would affect the University's ability to maintain its present structure and student characteristics. Declines in the college-age cohort and in institutional funds for student financial aid will have the greatest negative impact. The University's chief opportunities appear to center on making its programs more attractive to its current market and in attracting new markets.

Macroenvironmental audit. Like all institutions, Northwestern University is affected by the larger environment in which it exists. Thus key questions in strategic planning are (1) What are the significant developments and trends in the institution's external environment?, and (2) What are the likely impacts of these factors on the institution?

Exhibit 6 presents the results of an audit of the macroenvironment within which Northwestern functions. The audit focused on factors likely to affect the characteristics of applicants for admission, particularly women.

Northwestern's publics. Adults over twenty-five living on the North Shore have typically been viewed as community members, not as potential students (Exhibit 7). Thus the marketing channel system for high school seniors is quite extensive, and for older applicants quite spare (Exhibits 8 and 9). These differences are extensively discussed later in this report. Exhibit 10 displays in greater detail the elements of the exchange between the University and undergraduate students.

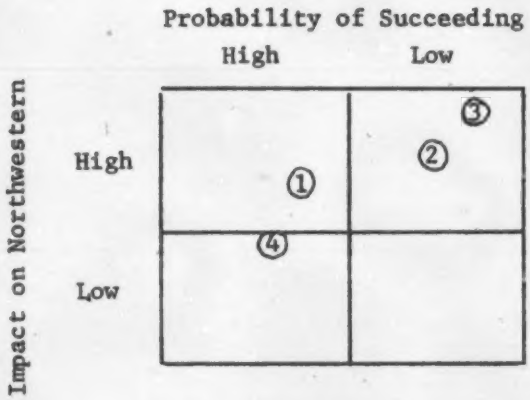
Exhibit 4. Threat Matrix



Threats

1. Traditional-age cohort for undergraduate degrees will shrink.
2. Students select less expensive colleges as tuition rises.
3. Applications for study in certain fields decline.
4. Changes in federal/state student financial aid programs lead to cuts in funds.
5. U. S. involvement in a major war cuts number of males enrolled.

Exhibit 5. Opportunity Matrix



Opportunities

1. Develop innovative undergraduate programs which attract more students.
2. Integrate day and Evening Division courses into a two-campus undergraduate degree program.
3. Cut undergraduate enrollment in Evanston and reduce housing pressures.
4. Attract non-traditional students, such as women over 25 who live on the North Shore.

Exhibit 6. Macroenvironmental audit results.

FACTORS	TRENDS	IMPLICATIONS
I. Demographic		
A. Birthrate	Turned down in the 1960's, now at 15.3 per 1,000 population.	By 1990 25% fewer 18-year-olds, the traditional age for entering college, cutting college enrollments of this age group. "Baby boom" generation will fill work positions, blocking the upward mobility of younger workers who may eschew college as not contributing to career success.
B. Life expectancy	Increasing slowly. Women born in 1950 can expect to live to 71.5, men to 65.6.	More justification for undertaking college study, even in middle age, because of remaining years of satisfaction and application of new knowledge and skills. Women will generally outlive their husbands.
C. Marital status	Sharply increasing rate of divorce (Ratio of divorces to marriages has increased 79% from 1970 to 1977, compared with 34% for the preceding decade). Increase in the number of children living with mother only.	Social and demographic changes increase the likelihood that many women will need to support themselves and their dependents. Many will view college education as a personal and academic transition toward self-support after divorce or widowhood.
D. Median age at first marriage	Ranged between 20 and 21 for the past three decades, now 21.0	Many women continue to marry before the traditional age of completing college.
E. Population density	70% of U.S. population lives in metropolitan areas.	Easier for institutions to define and serve a commuting student market. But coupled with competition from a range of other institutions.
II. Economic		
A. Inflation	9% per year and rising. Cost-of-living increasing faster than wages.	Families will select less expensive institutions for their children; older women may likewise select less expensive public, over private, institutions.

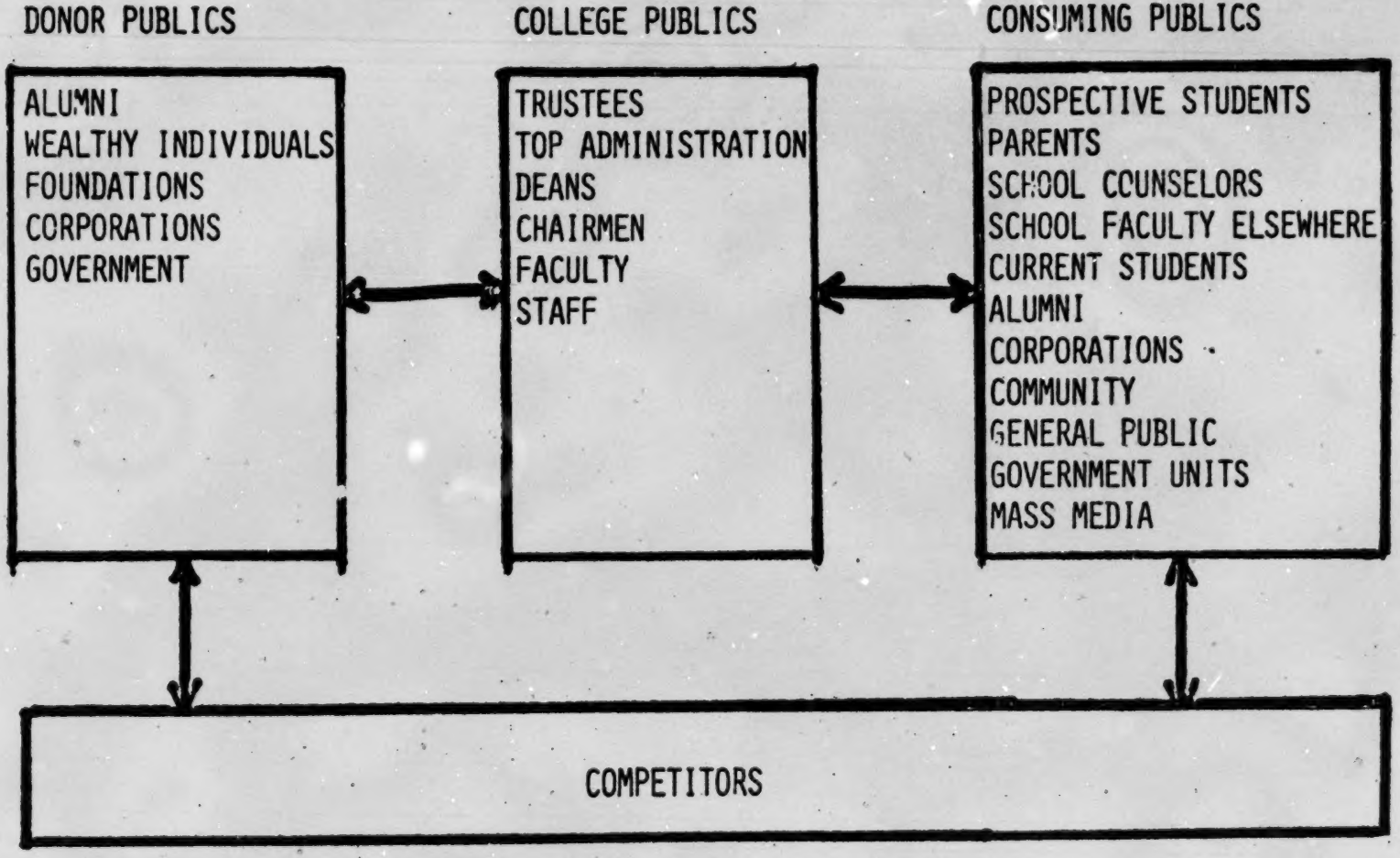
Exhibit 6. Continued

FACTORS	TRENDS	IMPLICATIONS
B. Wage levels	Salaries paid to women continue to trail those of men.	Families will increasingly need two incomes to maintain current lifestyles. Thus more women will plan to work and will get college degrees to try to enhance earning power.
C. Productivity	Not keeping pace with salary/wage increases.	People in deadend jobs will seek college to upgrade qualifications and skills. Firms may hire more workers with specialized technical training but no college. OR Firms may seek more highly educated (college) workers, but salaries will stay relatively low.
III. Technological		
A. Mechanization	Steadily increasing. Many jobs require coordination, some use of discretion. Demand for technically trained workers will grow.	Despite demand for technical skills, a college degree will often be viewed as basic entry-level qualification in many fields. Will encourage more adults to complete college.
B. Modes of instruction	Closed-circuit TV and other educational delivery systems for information and instruction are alternatives to traditional modes.	Traditional college classroom instruction may decline in favor with students and employees as more effective and efficient delivery systems are developed.
IV. Political/Legal		
A. Equal access B. Age discrimination/ retirement legislation	Federal guidelines and court decisions are moving in direction of making education and work opportunities more accessible for women and older people.	Universities which have acted on earlier civil rights and Equal Opportunity/Affirmative Action regulations will be pressed to eliminate age discrimination. Older women will see more value in returning to college as more higher level jobs open to them.

Exhibit 6. Continued

FACTORS	TRENDS	IMPLICATIONS
V. Cultural		
A. Leisure time	Education will grow in popularity as a leisure activity.	Colleges will find more older students seeking stimulation and expecting "adult treatment."
B. Educational level	Increase in % of population over 25 which has completed 4 years or more of college. In 1977, 19.2% of men and 12% of women had college degrees. In 1970, North Shore census tracts with median family incomes over $15,000, the median years of school completed was between 13.9 and 16.7 for the population over 25.	Desire to conform to backgrounds of neighbors/friends will encourage people to complete college.

Exhibit 7. COLLEGE MARKETING SYSTEM *



*from Kotler, 1977

Exhibit 8. Marketing Channel System for High School Seniors

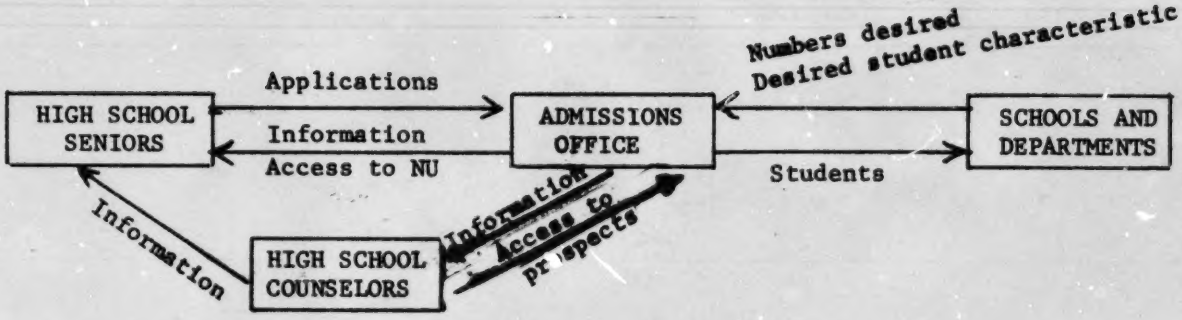


Exhibit 9. Marketing Channel System for Adult Applicants

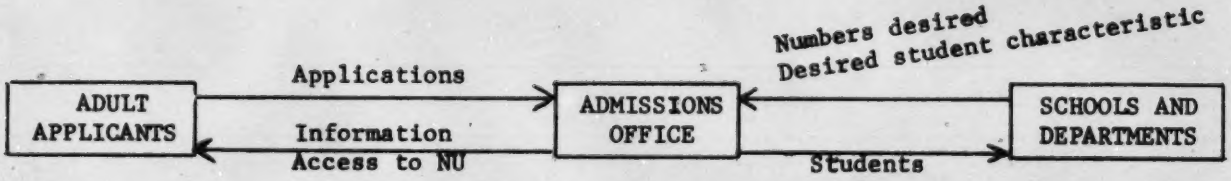
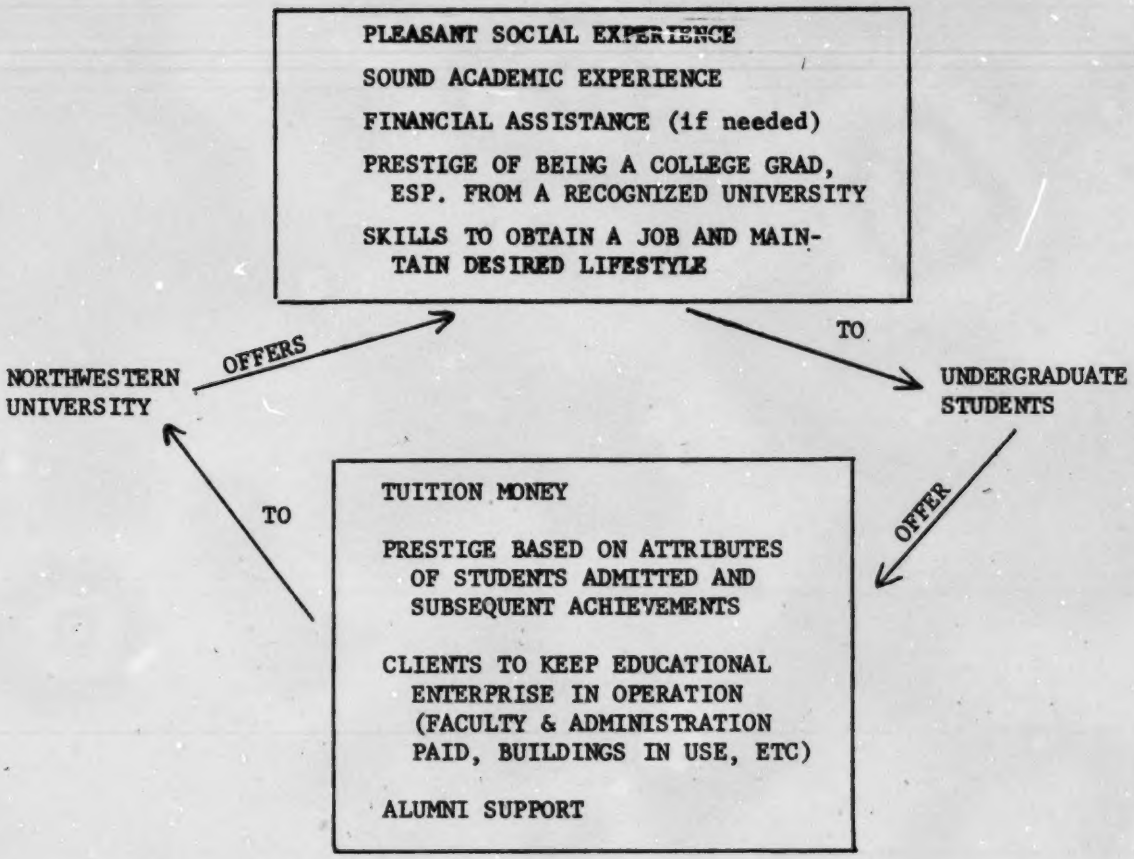


Exhibit 10. The Exchange Between Northwestern University and Undergraduate Students


PLEASANT SOCIAL EXPERIENCE
SOUND ACADEMIC EXPERIENCE
FINANCIAL ASSISTANCE (if needed)
PRESTIGE OF BEING A COLLEGE GRAD, ESP. FROM A RECOGNIZED UNIVERSITY
SKILLS TO OBTAIN A JOB AND MAINTAIN DESIRED LIFESTYLE
TO
NORTHWESTERN UNIVERSITY
OFFERS
UNDERGRADUATE STUDENTS
TO
OFFER
TUITION MONEY
PRESTIGE BASED ON ATTRIBUTES OF STUDENTS ADMITTED AND SUBSEQUENT ACHIEVEMENTS
CLIENTS TO KEEP EDUCATIONAL ENTERPRISE IN OPERATION (FACULTY & ADMINISTRATION PAID, BUILDINGS IN USE, ETC)
ALUMNI SUPPORT

A New Market: Women Over Twenty-Five

Of the new groups which Northwestern might try to attract to daytime undergraduate study, an obvious one is adults who live in the vicinity of Northwestern, who are academically able, but who have not completed baccalaureate degrees. While there are men with these characteristics, and they should not be excluded from any program that may be established, the majority of applications are likely to come from women, since (1) women living on the North Shore are less likely than men to have completed college, and (2) women are less likely to be working full-time and thus are more likely to be able to take daytime classes. (Many employed men--and women--are enrolled in evening courses in the Division of Continuing Education.) Thus this report focuses on women over twenty-five who live on the North Shore as a new market for undergraduate degree programs in Evanston.

Hypothetical versus actual profiles. The North Shore woman over twenty-five who would consider Northwestern is often thought to approximate the following profile:

> Married, not presently working, relatively affluent household, one or more children, has some work experience and plans to work again eventually. Oriented toward the prestige and intellectual aspects of higher education, as well as future career utility. Family can afford Northwestern tuition, particularly on part-time basis (if reduced tuition). Has some previous college work, and prefers to attend college part-time, at least in the beginning.

There is evidence from a study by Benjamin (in progress) that a number of older undergraduate women students now at Northwestern do approximate this profile, but quite a few do not. The group also includes single women and

divorcees working part- or full-time while attending Northwestern, some raising children, living on limited budgets, and dependent upon loans and scholarship aid.

Measurability and substantiality. In deciding whether to approach a new market, an institution may be concerned about the extent to which the new market can be delineated and measured. The institution may decide to pursue the new market only if the numbers are adequate to justify the costs of marketing efforts directed to it.

There appear to be at least three approaches to determining substantiality:

1) Advertise the new program and see how many older women apply;
2) Test-market the program, gauge response, and extrapolate from the findings;
3) Use the chain ratio method to estimate the market size.

Exhibit 11 presents an estimate based on the chain ratio method. The segmentation was first done by geographical and socioeconomic status factors. Census tracts in Evanston, Glencoe, Kenilworth, Wilmette, and Winnetka which had 1970 median household incomes over $15,000 were selected. The number of women between twenty-five and forty-five was extrapolated from the 1970 data and multiplied by the estimated percentage that are in the top quartile of the population on apparent aptitude.

But census data do not provide the most crucial information: the prevalence of college noncompletion by upper SES, high aptitude women. Fortunately, these data are available from Project TALENT, a longitudinal study of a probability sample of the entire United States secondary school population in the spring of 1960. (Those who graduated from high school in 1960 would be in the midrange of the 25-to-44 age cohort.) The 400,000 respondents were mailed follow-up questionnaires five years after graduation. The college completion

Exhibit 11. Estimating the market potential for an undergraduate education at Northwestern University among North Shore women between ages 25 and 45.

	Total population 1980 (based on NIPC forecasts in August 1976)
1. Base market (demographic)	
North Shore communities (Evanston, Glencoe, Kenilworth, Wilmette, and Winnetka)	138,000
2. Population of census tracts with median 1970 income over $15,000 (demographic)	87,400
3. Females 25 to 44 (demographic)	10,300
4. % Upper quartile on I.Q.	
Given the strong relationship between I.Q. and SES, probably close to 50% 50% x 10,300	5,150
5. % Females 25 to 44 in top quartile on SES, in top quartile of age cohort on academic aptitude, and who did not complete college within five years after high school graduation.	
Probability of a female (top quartile on SES and academic aptitudes) graduating from a four-year college within five years after high school is .71.* Thus probability of non-completion is .29. .29 x 5,150	1,493
6. % Interested in attending college (stage of readiness)	
Some will decide to continue working, doing volunteer work, etc.)	?
7. % Interested in attending Northwestern (loyalty status	?
8. Further correct ons must be made for	
% able to arrange for household help, transportation, family agreement	
% willing to cope with application process	

*This is a population estimate for the 1960 senior class in United States high schools, obtained by weighting the responses of 35,000 high school seniors (Claudy, 1971). This group is now in the midrange of the 25-44 age cohort.

probability of .71 for females in the upper quartile on SES and academic aptitude is based on the weighted responses from this five year follow-up.

It is important to note that while married couples tend to come from similar SES backgrounds, wives tend to have less education and be of lower SES backgrounds than their husbands. If high aptitude women from middle SES backgrounds were considered, the rate of noncompletion would be considerably higher. The potential market size of almost 1500 in Step 4 would be expanded by applying the chain ratio steps to the population figures for other suburbs just west of these communities as well as areas of Chicago which match the income/SES characteristics. A caveat: Able, interested candidates may also come from less affluent census tracts than those analyzed here, which would further increase the number of women in this market.

Having determined the theoretical existence of a market of over one thousand women in five North Shore suburbs, what is the likelihood that they will be attracted to Northwestern? The answer depends on the success of Northwestern's marketing efforts to this market. Factors involved in approaching this market are discussed in subsequent sections of this report.

Accessibility. Can Northwestern focus its marketing efforts on this market? Research by Yvonne Johns for the Program on Women suggests that women in this market are highly likely to belong to identifiable groups and clubs. Johns is contacting such organizations and determining membership characteristics and communication channels. The organizations include college alumnae associations, Junior League and other service clubs, and political and religious groups.

A media channel which has wide circulation to this market are the various community weeklies published by the Pioneer Press which blanket eleven Northern suburbs. Thus this market is accessible to cost-effective marketing efforts.

Benefits to Northwestern. Attracting this market could have substantial benefits for Northwestern. Such students would not require on-campus housing and would probably put less than average pressure on financial aid now received by fifty-nine percent of Northwestern undergraduates. Adult applicants interested in Northwestern are likely to be highly motivated and to have broader intellectual interests than typical Northwestern students. Furthermore, expansion of career opportunities for women and significant changes in policies affecting older citizens (e.g., age discrimination and mandatory retirement age) will likely both (1) increase the interest of older students in completing college, and (2) increase expectations that educational institutions should better serve this group of potential students. In the past fifteen years, highly significant changes have been made in the ethnic and religious composition of Northwestern's undergraduate student group. Expanding the number of older students would be a way to maintain Northwestern's policy of diversity, to anticipate future government policies on equal opportunity, and to serve a capable local market.

Will this market "last"? Social and economic changes are already under way which are likely to reduce the proportion of able women who do not complete college within five years after high school. The geographical dispersion of low-cost educational institutions makes undergraduate programs more readily accessible than before. Economic pressures which once induced women to leave college to go to work now induce women to complete college to improve their career prospects. The bachelor's degree is fast becoming the career equivalent of a high school diploma. Marriage, even to a highly-paid professional man, is no longer viewed as a total substitute for developing one's career and

intellectual potential. Thus this market will gradually decrease in size in the years ahead, but the market segment will nevertheless persist.

The prospect of shrinking numbers does not mean that Northwestern should not approach this market, but rather that it should facilitate the entry of this group into the existing programs offered by the University. (This approach contrasts with that of institutions which offer special course schedules and programs for this market.) As barriers to entry are reduced, through University dissemination of information and increased word-of-mouth as more older women enter Northwestern, older students may need correspondingly less special help from the University.

The Nature of the Decision Process for Older Women

Northwestern's share of the potential market will depend on the number of women who are interested in attending college and who decide to apply to attend Northwestern (Steps 6 through 8 in Exhibit 11). It is at these steps that the University's marketing efforts can play an important role. An essential element in marketing planning is understanding the decision-making process that people in the market engage in before selecting the "product," particularly when the process differs from that which characterizes the current market.

The German sociologist, Georg Simmel (1950), pointed out that individuals in traditional societies existed within concentric social circles whose expectations were hierarchical and integrated. For example, the feudal peasant functioned within a social structure of service to his vassal who in turn served his king who (presumably) served the Pope and ultimately God (Exhibit 12).

In a complex society, the interests of the various social circles often

Exhibit 12. Allegiances in a traditional society
(Case of a feudal serf)

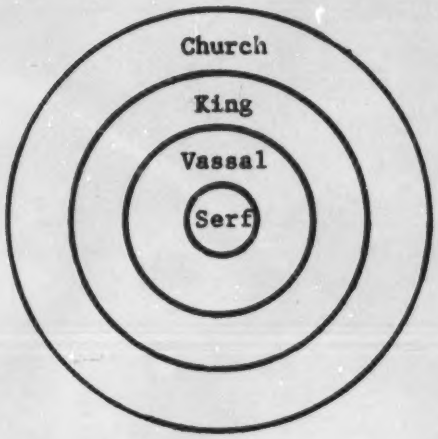
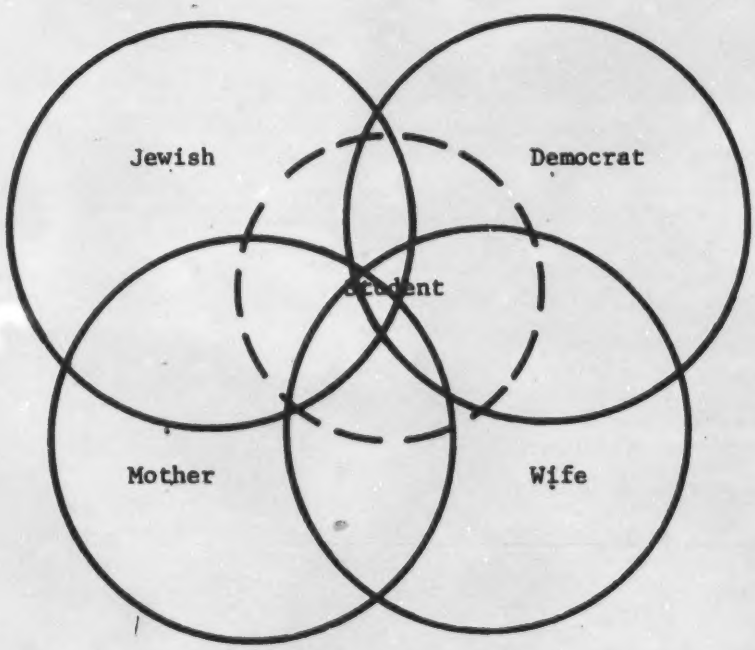


Exhibit 13. Allegiances in a complex society
(Case of North Shore mother)



conflict. Individuals, standing at the intersection of a large number of social circles (Exhibit 13), are cross-pressured by competing expectations and demands. There are many religious, political, occupational, and other "circles" from which the individual can choose, and those "circles" selected are unlikely to be congruent.

The concept of cross pressure has most frequently been used in studies of voter behavior to examine such cases as the voter who belongs to an ethnic group which traditionally supports one party and to an SES level which traditionally supports the opposing party. The cross-pressured voter is more likely to show less interest in campaigns, to split his/her vote, and to fail to vote at all than do voters who are not cross-pressured (Campbell, et al., 1960).

The concept of cross pressure and what Simmel termed "the web of group affiliations" provide a useful perspective for distinguishing the college decision process for high school seniors from that for women over twenty-five who have been out of college for several years, particularly for members of those two groups who would consider a university of Northwestern's stature.

Such eighteen-year-old applicants are "feudal serfs" in the process: They expect to attend college, their parents expect them to attend, and their peers expect to attend college. To decide <u>not</u> to attend college would "cause all the circles to intersect." Thus their decision process can be reasonably rational (Kotler, 1977, p. PR-16), since the young student need only study the enterprise competition, having dismissed generic alternatives to a college education. He/she needs only to make a sound "brand" choice within the accessible range.

For older women, particularly those with children, their already intersecting responsibilities are made far more complex by crossing the existing Venn diagram with another large circle, representing college attendance (dotted

line on Exhibit 13). Thus rather than maintaining the concentric nature of social roles, as for many eighteen-year-olds, the older student's decision to attend college greatly increases the complexity of social role demands. Thus the key decisions for older women do not begin with what college to attend, but rather with

(1) whether to attend college,

then (2) when to start (now, in a year, when the youngest child is six, etc.),

and (3) what level of time commitment is feasible (full-time/part-time/day/evening).

Only then is the older woman likely to focus on the information gathering needed to decide what college(s) to apply to and in what areas of study. Note that these three preliminary issues are rarely part of the college decision process of able high school seniors.

On the other hand, older women who decide to apply to attend elite colleges often must restrict their selection process geographically and thus have fewer institutions from which to choose. While this is a limitation, it also focuses the search and simplifies the decision process. The woman must consider the "match" for only a few schools and can thus afford to do so thoroughly. Furthermore, many older women who would apply to Northwestern have had some college. Thus they have some first-hand sense of the salient attributes of colleges to consider in making their decision.

Having noted the stresses of being in a cross pressure situation, it is important to note also the positive implications of that circumstance. According to Simmel, the person who is cross-pressured has a wider range of choices (because the affiliations overlap) than the person who is not, and thus has freedom to choose and to innovate, to make her/himself unique.

The older woman who decides to undertake college study at Northwestern is apt to experience cross-pressures. At the same time, under the pressures of college attendance, she must develop new patterns of interests, commitments, and ways of structuring time and relationships.

To further illuminate this difference, consider Exhibit 14. The comparison reveals that older women often have a different set of needs that lead them to consider college; far fewer information sources, particularly fewer personal sources; more socially acceptable generic alternatives to college; and fewer institutional alternatives when quality is the principal constraint and distance an important secondary constraint. These four differences are highly significant in developing a marketing plan since they have implications for positioning Northwestern in relation to competing local institutions which older women might consider; for defining the range of needs which attendance at Northwestern can reasonably help students to meet; and for identifying ways to meet information needs, in terms of message, channels, and timing. Taken together with a recognition of the cross pressure situation of most older women, these data suggest ways to augment the formal product, an undergraduate education at Northwestern, so that Northwestern can offer an appropriate "benefit bundle" that parallels in value that offered to eighteen-to-twenty-two-year-old undergraduates.

What Do Women Want?

Motivation for selecting a college/university. A stumbling block in the way of institutions which want to appeal to women is the sort of segmentation analysis reflected in Exhibit 15. Elite institutions which view homemakers as dilettantes interested in art history, flower arranging, and tennis often seriously underestimate the range and depth of their intellectual interests and aspirations. (Rumor has it that this image has been reflected in comments

Exhibit 14. Comparison of College Decision Factors for High School Seniors and Women Over 25 Living on the North Shore.

High School Seniors	Women Over 25 Living on the North Shore
NEED AROUSAL	NEED AROUSAL
Parental expectations	Marital stress/divorce
Social convention	Need to support self/children
Lack of alternative activities	Need to demonstrate competence to self/others
Need for social individuation	Interest in ideas
	Need for stimulation
	Empty nest
INFORMATION SOURCES*	INFORMATION SOURCES
Peer group	Friends
Acquaintances in college	Acquaintances in college
Parents and relatives	Relatives
Teachers	
High school counselors	
Mass media publicity	Mass media publicity
Published college guides	Published college guides
College selection advisory agencies	
College admission staff visits	
College alumni	College alumni (acquaintances)
College off-campus programs	
Direct mail	
College catalogs and brochures	College catalogs and brochures
On-campus visit (organized, overnight)	On-campus visit (casual, brief)
College admissions office personnel	College admissions office personnel

*Adapted from Kotler, 1977, p. PR-17.

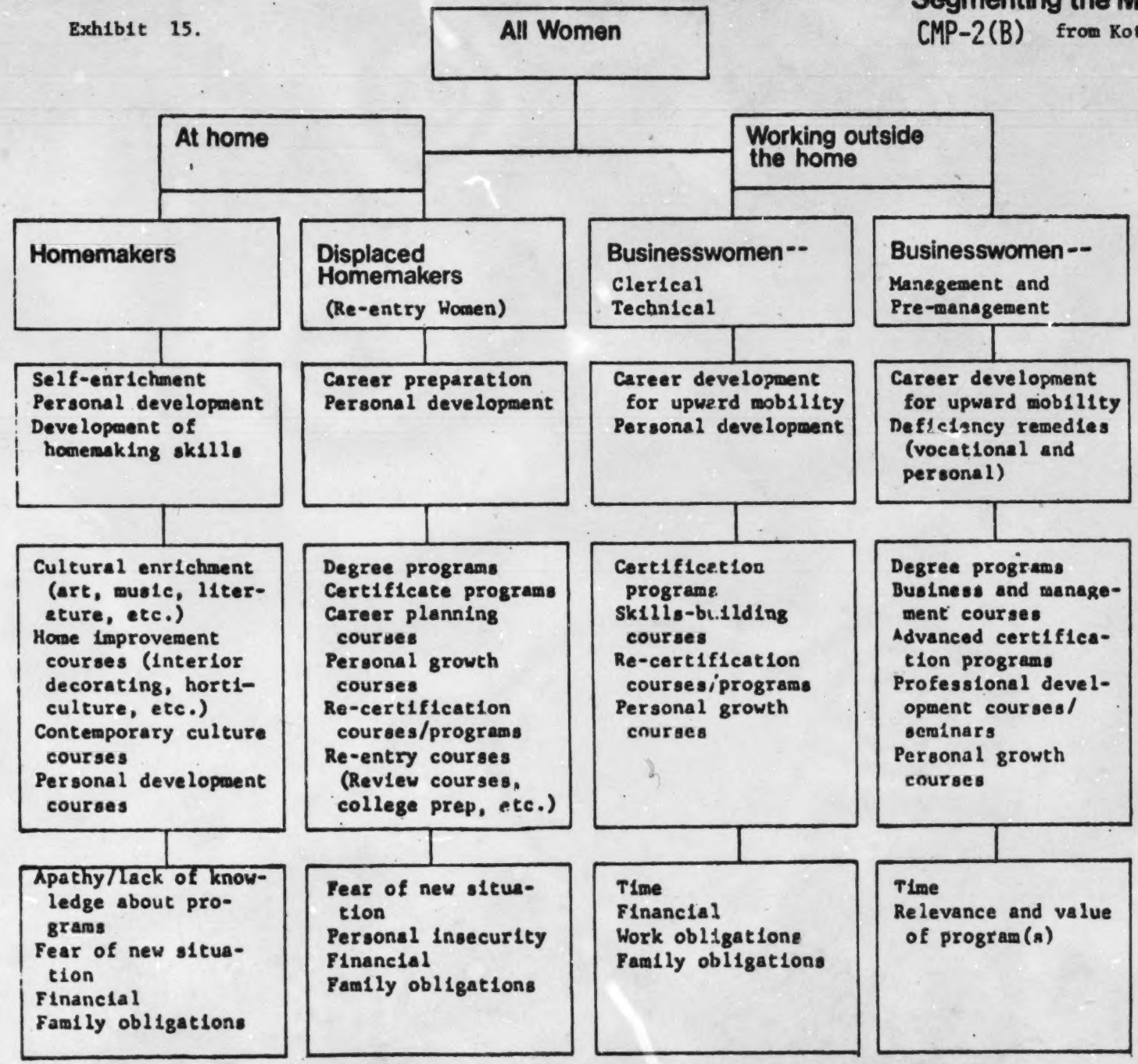
Exhibit 14. (Continued)

High School Seniors	Women Over 25 Living on the North Shore
GENERIC ALTERNATIVES TO COLLEGE	GENERIC ALTERNATIVES TO COLLEGE
Attend college (other alternatives do not address stated needs)	Attend college Do nothing Read more books and magazines Take non-credit courses Get a job (paid or volunteer) Seek counseling for depression, marriage problems, self-esteem
INSTITUTIONAL ALTERNATIVES	INSTITUTIONAL ALTERNATIVES
(main constraint: academic quality) Northwestern University University of Chicago Harvard Stanford University of Illinois, etc. ↓ (numerous alternatives spread over the United States)	(constraints: quality and distance) Northwestern University University of Chicago (distance a problem) Barat College (quality a problem) DePaul University Kendall College Lake Forest College Loyola University Mundelein College National College ↓ Northeastern Illinois State University Oakton Community College (only two years) Roosevelt University University of Illinois, Circle Campus

Exhibit 15.

Segmenting the Market

CMP-2(B) from Kotler, 1977



by Northwestern administrators and faculty who speculate that North Shore matrons are "not serious" and "won't fit in.")

In fact, the educational needs of homemakers are increasingly identical to those listed for "displaced homemakers," who presumably must go to work. Many homemakers, whether or not they plan to work immediately after college, are interested in career and intellectual development. Some need to help support their families. Feminist thinking has encouraged more women to be more confident of their abilities and to value their own education and growth equally with that of their husbands and children. Changes in our notions about "normal" stages of adult development have made it more socially and personally acceptable to "make up" for experiences foregone earlier, including formal education. The flood of G.I.'s who returned to college campuses after World War II and the Korean War, accompanied by their wives and children, were subjects in a massive social experiment which demonstrated that men who had been away from school could not only cope with but excel in academic work. The application of this finding to the case of older women has, however, been slow in coming.

Despite stereotypes to the contrary, many women who dropped out of college as young adults were able students who enjoyed school. Some lacked money to continue in college and left to pursue careers. Others left to marry men who had already completed college. Esther Benjamin, a senior in sociology at Northwestern in her forties, has interviewed the approximately thirty older women currently or recently enrolled at Northwestern. An analysis of her interviews supports this description. The transcripts also reveal persistent female socialization patterns which seem to have influenced earlier choices of second- or third-rate colleges.

Perceived barriers to entry. Interviews with North Shore women reveal that women who consider Northwestern are well aware of the prestige reputation and distinctive character of Northwestern as a "Neiman-Marcus" institution. The University need not worry that approaches to this market will leave the impression that Northwestern is "just another college." In fact, Northwestern has the opposite problem: Past policies coupled with "horror stories" of bad treatment of older women applicants and an overblown public image of the intellectual prowess of young undergraduates have left the conviction that Northwestern's Admissions staff will treat them badly or refuse to accept them and that, if admitted, they would be unable to match up to the performance of younger students.

Losses of very capable candidates to "the competition" are attributable to the following additional perceptions*:

1) Candidates did not know Northwestern accepted older students. (Before 1972 older women who called Admissions report having been told the University was not interested in them and the word has spread.)
2) Candidates could not attend college full-time and thus did not apply.
3) Candidates (at least initially) felt they needed a supportive milieu of counseling services and a group of women "like them."

The older women who applied and were admitted to Northwestern give the impression of never having heard about problems they might face in gaining admission. As a result they went right ahead and dealt with obstacles directly as they arose (for example, comments reported from some Admissions staff such as, "You don't look like a North Shore matron. You'll fit in here.").

*These points were derived from interviews with women in the potential market and with counselors at Oakton and Mundelein. Several focus group interviews would assist in identifying the causes more precisely, as well as in refining program concepts.

A firm resolve to attend Northwestern and persistence in dealing with Admissions Office procedures were generally rewarded with admission to the University. A member of the Admissions Office staff reports he can't recall a single case of an older woman being turned down if she followed through in making a case for her interest in attending Northwestern and fulfilled other procedural requirements. Thus such barriers as lack of University dissemination of information, self-doubts about ability, conflicting demands on time, and perceptions of Northwestern seem to work together to screen out all but the intrepid. This conclusion has important implications for future efforts to attract this market.

Past Marketing Efforts To This Market

There have been no written policies excluding older students from admission to Northwestern, yet until the past five or six years there were virtually no older women enrolled as undergraduates. In 1979 there are perhaps thirty women over age twenty-five enrolled. A researcher interviewing these women discovered that University student records did not routinely include students' ages until 1977.*

Virtually nothing has been done to market to older women living on the North Shore. The era of abundance of youthful applicants may have contributed to this stance. For example, Northwestern students in good standing who "drop out" can return any quarter by giving six weeks notice, yet this policy has not been advertised to those in this category who live on the North Shore.

One approach toward the adult North Shore market came in 1972, as the result of a report, "On Broadening the University Community," issued by the

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*This may suggest that students were assumed to be in the traditional age range.

Faculty Planning Committee in May 1971. The report recommended that Northwestern find ways to broaden the age distribution of the undergraduate community and to enroll part-time students. In September 1972 an Admissions Office proposal, "Northwestern Program for Returning Students," was circulated to the Deans. The proposal provided for interviews to assess candidates' motivation and fitness for academic work, along with transcripts of previous college work. Initially the program was to be restricted to candidates over twenty-five years old or those who had been away from higher education for five years, and who had completed at least one year of transferable academic work. The proposal provided for part-time attendance at rates below full-time tuition. The proposal acknowledged older students' needs for advice and help, and suggested designating one or more program directors to assist them. The final paragraph mentioned channels for publicizing this program for returning students.

For unspecified reasons this proposal was never fully implemented. Apart from being circulated to the Deans, the proposal apparently served as a basis for discussions within the Admissions Office, which concluded that older applicants (1) should be expected to present a plan for returning to college, (2) should have completed at least a year of college elsewhere, and (3) should take at least two courses per quarter after enrolling at Northwestern. Beyond that, an article entitled "Silver Heads Among the Gold," describing the experiences of older students enrolled at Northwestern, appeared in the Winter 1974-75 issue of the Northwestern Report, a publication of the Department of Public Relations sent to alumni. According to the Director of Admissions, response to the article was "zero."

The only printed information addressed specifically to adults was prepared by Yvonne Johns in 1977 under the auspices of the Program on Women.

Copies of the brochure, entitled "It's Never Too Late to Go to College" (Exhibit 16), are available at the offices of the Program on Women and were intended to be available at the Admissions Office as well.

Catalog information has often been vague about eligibility for part-time study. Term pricing, scheduled to go into effect in summer of 1980, may have a chilling effect on potential applicants, despite the fact that per-course tuition rates--albeit not prorated--will almost surely be available to this group.

Present practice in the Undergraduate Admissions Office is to ask older applicants to articulate their reasons for wanting to attend college and their plans for study at Northwestern, and to present evidence of ability including high school (and college) grades, test scores, and recommendations. Applicants with weak high school or college backgrounds are frequently advised to take a year of course work elsewhere and to apply as transfer students. Mounting empirical data indicating little or no relationship of school grades and test scores to subsequent life success suggest that earlier academic performance may not be an adequate basis for making admissions decisions on adult applicants (McClelland, 1973). Thus other factors, including paid and unpaid work experience, may well be better indicators of potential.

Brown University's Resumed Undergraduate Education Program. In September 1973 Brown implemented a program to admit as a separate category adults who had been away from formal study for five or more years. A description of this program, and evaluation of its success, and copies of application materials appear in Appendix A. A feature of this program is prorated tuition: RUE students pay precisely one-eighth of the annual tuition for each course, if they take less than a full load of four courses per semester.

Exhibit 16. "It's Never Too Late to Go to College."

The Program on Women
Northwestern University/619 Emerson St./Evanston, Il. 60201

IT'S NEVER TOO LATE TO GO TO COLLEGE

A Guide to Continuing Education Opportunities for Adults at Northwestern University

Chicago, Illinois *Evanston, Illinois*

BACCALAUREATE DEGREE PROGRAMS

If you would like to earn a bachelor's degree, there are several options open to you. Degree programs are available in both the Evening Divisions and the undergraduate schools of the University.

EVENING DIVISIONS

The Evening Divisions, a separately administered school within the University, is the primary route by which adults are able to earn a Northwestern degree. Courses and degree programs are coordinated by the undergraduate schools. Students of all ages take most of their classes on the Chicago campus during early evening hours. The degrees offered are Bachelor of Philosophy, Bachelor of Philosophy in Communication, and Bachelor of Science in General Education.

Graduation from an accredited high school is the only prerequisite for admission. To continue in a degree program, however, your work must meet acceptable Northwestern standards. To be eligible for a degree, you must complete at least 30 semester hours (the last year of credit) at Northwestern.

For information about the Evening Divisions, call 649-6950 and request the Evening Divisions Catalog.

UNDERGRADUATE DIVISION

The simplest way to enter the undergraduate division of any of the five schools is as a transfer student. If accepted, you will attend daytime classes with undergraduate students.

Beginning in September, 1978, there will no longer be a reduced tuition in effect for part-time students. If, however, you are interested in applying to Northwestern for admission as a part-time student during the day, please contact us at the Program on Women by checking the appropriate box listed on the attached return postcard. It may be possible to work out special arrangements on an individual basis.

For specific degree requirements, consult the Undergraduate Catalog available at the Office of Admission.

IF YOU HAVE ALREADY BEEN TO COLLEGE

If you have been away from formal studies for at least five years and have one full year of college credit, you may apply to the Office of Admission for full-time study. You must supply a completed application form, your high school record, college aptitude test results, a transcript of previous college work, and a statement affirming good academic and social standing from your former college. An interview with a member of the Office of Admission is recommended. To earn a Northwestern degree, you must complete the last two years of study here.

If you have more than two years of acceptable college credit, it's often possible to complete your studies at Northwestern as a *Special Student* and to earn the degree offered by your former college. A Special Student is one who receives credit for acceptable course work but who is not a candidate for a Northwestern degree. All Special Students register for classes after everyone else, so not all classes are open to them.

IF YOU'VE NEVER BEEN TO COLLEGE

Or, if your earlier college work does not yield acceptable credit, there are other possibilities open to you. Consult a member of the Office of Admission to learn of other accredited institutions where acceptable work can become the basis for a transfer application.

It's also possible to compile one year's credit by enrolling in Northwestern's Evening Divisions or in its Summer Session, both of which programs are open to everyone. However, transferring from either of these programs into the Undergraduate Division is not automatic; each case must be worked out individually. It's best to consult the Office of Admission before embarking on these paths.

Finally, if you complete work as a Special Student at Northwestern, it is sometimes possible to have those credits applied toward a Northwestern degree. There is no guarantee that this will happen, as each case is considered individually. Again, it's best to consult first with the Office of Admission.

For information about transfer applications, call the Office of Admission at 492-7271.

For information about either the Summer Session or Special Student status, call the office which administers both programs at 492-5250.

IF YOU ARE A FORMER NORTHWESTERN STUDENT

You must file an application to re-enter at the Registrar's Office six weeks before the quarter in which you plan to register begins. If degree requirements have changed since you were last enrolled, the new degree requirements usually must be met. If in doubt, consult the administrative offices of the school in which you are registered.

A PERSONAL NOTE

As more adults, for whatever reason, choose to continue their educations, they often find that the hardest part is to begin. If you feel anxious about returning to school, don't worry—almost everyone does. Just remember that adult students usually do very well once they get started. This brochure is intended to open the door to Northwestern by telling you what you'll find here. We want to answer your questions and let you know that while you are a unique individual, you are not alone.

THE PROGRAM ON WOMEN

This university-sponsored office was established in 1974 to address issues concerning women both on and off campus. Dedicated to expanding the knowledge women have of themselves and of each other, POW functions as a resource center, a voice in curriculum planning, and an advocate of greater opportunities in the educational process. For more information, call 492-7360.

I WOULD LIKE INFORMATION ABOUT:

CONTINUING EDUCATION

- ☐ Undergraduate
- ☐ Evening Divisions
- ☐ Alumnae Program

PROGRAM ON WOMEN

- ☐ Women's Studies
- ☐ Publication List
- ☐ Newsletter

☐ I am interested in attending Northwestern in a daytime program, but only as a part-time student paying a reduced tuition.

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP CODE _____

PHONE _____

Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

PHILIPPIANS 4:8

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 1092 EVANSTON, ILL.

POSTAGE WILL BE PAID BY ADDRESSEE

PROGRAM ON WOMEN
Northwestern University
619 Emerson Street
Evanston, Illinois 60201

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

DEADLINES

A candidate for admission to the undergraduate program as a transfer must submit an application by the June 1 deadline to be considered for the Fall Quarter. Deadlines for other quarters are: Winter-November 1; Spring-February 1; Summer-April 1.

There is no admission requirement beyond graduation from an accredited high school for Evening Divisions students. A transfer student, however, must be in good standing in his or her former institution to register in the Evening Divisions. Also, Northwestern is not always able to admit all applicants who meet its specified entrance requirements, and, therefore, reserves the right to reject any application. Registration occurs at the beginning of each semester—in September and in February.

TUITION

In the daytime undergraduate degree program, tuition for 1978-79 for all students is $1675 per quarter. There is no tuition reduction for part-time students.

In the Evening Divisions, tuition for 1978-79 is $76 per semester hour, or $228 per class.

Non-degree study programs vary in their tuitions. Consult the sponsoring school or group for information.

FINANCIAL AID

For information about Illinois State Scholarship Grants and Basic Educational Opportunity Grants, Evening Divisions applicants should call the Evening Divisions office. Undergraduate admission applicants should call the Financial Aid Office, Evanston, at 492-7400.

GRADUATE SCHOOL

For information, call the Graduate Admissions Office at 492-7264.

NOT-FOR-CREDIT STUDY PROGRAMS

If your purpose is simply to broaden your personal perspective by exploring a new area of interest or learning more about a familiar subject, you might be interested in knowing about the following:

- Evening Divisions classes may all be audited.
- Evening Divisions offers short informal courses, workshops and seminars, some of which meet on the Evanston campus. Classes meet in both daytime and evening hours.
- The Alumnae of Northwestern University sponsor college-level courses open to the community, conducted by Northwestern faculty, and offered as lectures followed by a question and answer period. Reading lists are supplied but no course work is required. All classes are held during the day at the Norris University Center, Evanston. Call the Alumni Relations Office at 492-3244 for more information.
- Other schools and departments of the University offer a variety of continuing education programs. Consult the University calendar or the department for specific course offerings.

Findings of the Marketing Audit

- There is a substantial potential market of women between the ages of twenty-five and forty-five, who live in high-income areas on the North Shore and who have the academic potential to graduate from Northwestern. This market is considerably expanded if surrounding suburbs and parts of Chicago are included.
- The critical decision for women in this market is the decision whether to return to college. This is the point at which they are open to information.
- This market is largely outside the traditional channels for information about college. Thus present marketing efforts directed to high school seniors do not reach this market.
- Northwestern University is perceived by this market as an elite private university for bright young students which is not interested in attracting older students. The widely-held perception is that they are unwelcome.
- Northwestern has not previously approached this market. Moreover, there are created psychological and financial barriers to entry. To attract this market, Northwestern would need to modify its image of excluding older students and to reconsider tuition policies affecting this market.

/PRELIMINARY MARKETING PLAN

Marketing problem: Faltering demand by the traditional market.

Marketing strategy: Remarket to the current market to increase market penetration. Stimulate demand from new markets, specifically older women living on the North Shore, by

1) modifying Northwestern's image as rejecting older students,
2) creating primary demand for the product, an intellectually challenging undergraduate education and a first-class degree,
3) helping potential applicants to overcome real and perceived obstacles to admission, and
4) providing an augmented product tailored to the needs of this market.

Market structure analysis. Northwestern is interested in creating demand for undergraduate degree programs, the formal product. While a bachelor's degree is in one sense a "single product offer," variations in major fields offer a product line of great width. Within this product line able students of any age are likely to find a suitable academic program. Variations in the offering will consist in ways of augmenting the product to add value for older students, who do not share equally in the augmented product offered to younger students.

Market positioning. Northwestern is positioned as an expensive, prestigious, academically rigorous university for bright young students. To attract older women the University would need to reposition itself as being an institution offering an undergraduate education to able students of all ages.

Consumer Analysis: Older Women

Needs. Based on the extensive discussion earlier in this report, the following needs emerge:

Pre-application

Assistance in making a decision about resuming college study

Information about program offerings and schedules

Career information to gauge utility of college programs

Guidance in focusing interests and in "making a case" to the Admissions Office

Assurance that older students are welcome

Information about transfer credit

Pre-admission

Respectful "adult" treatment by Admissions staff and other University representatives

Referral to department faculty for course/major information

Suitable financial arrangements

Arrangements to handle family responsibilities

Post-admission

Information on preregistration testing, auditions, and orientation activities

Sources of information and advocacy in dealing with academic and bureaucratic issues

The presence of other women "like them"

Acceptance by faculty and fellow students

Perceptions. Northwestern is perceived as a university for bright young students at which older women are not welcome. To attract this market, the University would need to modify its image by undertaking and publicizing efforts to meet the needs of this market. In the absence of such efforts

and image modification, this market will select competing institutions which may offer less attractive academic programs but in an atmosphere of respect and support. Further research on perceptions and preferences could be carried out to determine which variables are not only important but also determinant in the college decision process.

Proposed Marketing Approaches

Objective 1: Change perceptions of Northwestern as not interested in older students.

Needed: Conversional marketing (to change dislike of Northwestern to like)

Possible approaches:

Training for Admissions staff on interviewing older applicants.

Press releases on older students at Northwestern and academic opportunities.

Series of public lectures/programs on women and academic opportunities sponsored by Admissions in conjunction with the Program on Women, the Adult Development Program, the Division of Continuing Education, and/or NU Alumnae.

Admissions Office staff making presentations to women's groups.

Direct mailing of information on academic programs to selected mailing lists (e.g., Smith College and other alumnae in this area, as well as members of major women's service organizations) which have strong potential for subsequent word-of-mouth to this market.

Special workshops at Northwestern for "opinion leaders," including leaders in civic and other community organizations (e.g., League of Women Voters, Evanston Junior League, PTA's), and life/career planning counselors and therapists in private practice whose clients are in this market.

Objective 2: Create primary demand for an undergraduate education.

Objective 3: Help overcome obstacles to application and admission.

Needed: Stimulational marketing to attract a new market. As conversional marketing alters the rejecting image of Northwestern, efforts can shift to providing information needed in deciding whether, when, and where to attend college.

Possible approaches:

Modify present policy of asking older students to demonstrate their ability to do college work by attending another institution. Possibly substitute Division of Continuing Education or Summer School courses as "proving grounds," with assured admission based on strong performance.

Implement a policy of prorated part-time tuition for this market, such as that used in the Brown University Resumed Undergraduate Education Program.

Conduct half-day workshops on the decision process for selecting colleges and the relationship of education to careers, and provide specific information on what attendance at Northwestern entails. (This suggestion was recommended by potential applicants I interviewed, who wanted to know what a typical schedule would look like, and what major and general education requirements were specified.)

Offer workshops on analysis of interests and competencies in relations to career and educational opportunities. (Some local colleges already find these highly popular and an effective recruiting aid.)

Provide vocational testing and counseling at cost to older women considering returning to college.

Make specific efforts to attract eligible spouses of University faculty and staff to enroll. This effort should achieve short-term increases in number of older students, thus creating a congenial milieu and favorable "word-of-mouth" communication channel to attract additional older applicants.

Provide "advocates" (perhaps under the auspices of the Program on Women) to "broker" the admissions process, helping potential applicants to present their cases effectively.

Provide speakers to make presentations to women's groups. Speakers could include current older students and Admissions staff.

Arrange campus visits including class visits for interested older women, conducted by currently enrolled older students.

Publicize the availability of financial aid.

Place informational notices in Pioneer Press publications informing area adults of opportunities at Northwestern.

Contact former Northwestern students living in this area who dropped out. Invite them to consider re-entry.

Present programs for women attending local community colleges who might consider transferring to Northwestern.

Develop a referral list of faculty who are particularly receptive to assisting older students. Applicants could be referred to someone from this list to obtain more detailed information about programs.

Objective 4: Provide an augmented product to those admitted which serves their special needs.

Needs: 1) The presence of other women "like them"

Approaches:

Attract and admit more older women as students.

Establish a meeting place for this group.

Perhaps have regular coffees and "rap group" sessions.

2) Acceptance by faculty and young classmates

Approaches:

Educate the faculty about the presence of older students, their motivations and interests, and how they hope to be treated.

Encourage older women to affiliate with residential colleges (say, eat lunch regularly there) to facilitate some ties to the residential student body and activities.

Conclusions

Marketing to this new market will require that the University seek to modify the image widely held by this group and to provide necessary information through appropriate channels. The marketing approaches proposed here should be selected based on further research on the information needs and preferred channels of this new market.

The Admissions Office also needs to examine present University policies and propose appropriate modifications to serve this market. For example, the present policy that applicants without previous college study "prove" themselves at other institutions does serve as a screening device, but also may have the effect of permanently deflecting able applicants. This and other policies warrant closer scrutiny, particularly as the number of younger applicants declines.

No one of the approaches proposed in this report is adequate by itself to attract this market. An effective marketing program would depend on the judicious selection and integration of approaches from those proposed in this report or developed subsequently.

RESOURCES

General

Campbell, Angus; Converse, Philip E.; Miller, Warren E.; and Stokes, Donald E. The American Voter. New York: John Wiley, 1960.

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Flanagan, John C.; Shaycoft, Marion F.; Richards, James M.; Claudy, John G. Five Years After High School. Pittsburgh: American Institutes for Research and University of Pittsburgh, 1971.

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